

**U. S. Department of Education
Office of Vocational and Adult Education**

**The Carl D. Perkins
Career and Technical Education Act of 2006**

STATE PLAN COVER PAGE

State Name: Delaware

Eligible Agency Submitting Plan on Behalf of State:

State Board of Education

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: _____

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Type of State Plan Submission (check one):

☒ 5-Year Full Plan – FY 2008 – FY 2013

Special Features of State Plan Submission (check all that apply):

☒ Unified - Secondary and Postsecondary

☐ Unified - Postsecondary Only

☐ Title I only (*All Title II funds have been consolidated under Title I*)

☒ Title I and Title II

March 31, 2008

The Honorable Troy R. Justesen, Ed.D.
The Assistant Secretary
Office of Vocational and Adult Education
United States Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-7100

Dear Assistant Secretary Justesen:

Delaware is pleased to submit the State Plan for the Carl D. Perkins Career and Technical Education Act of 2006. The State Plan contains goals and performance objectives consistent with the federal guidelines outlined in Perkins IV for fiscal years 2009-2013.

If you have any questions regarding the Plan, please contact Dr. Amelia Hodges, Director, Career and Technical Education and School Climate Workgroup, at 302-857-3320 or via e-mail at ahodges@doe.k12.de.us.

Sincerely,

Valerie Woodruff
Secretary of Education

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PART A: STATE PLAN NARRATIVE

Introduction

Delaware's State Board of Education is submitting the 2008-2013 State Plan for the Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270. The State Plan covers Fiscal Years 2009 through 2013 (July 1, 2008 through June 30, 2013). This plan is an agreement between the State of Delaware and the federal government to assure the administration of career and technical education programs is consistent with both the State's goals, policies and objectives, and with the federal laws and regulations.

This plan communicates the scope of Delaware's commitment to the continuous improvement of career and technical education programs and to the equitable access to quality career and technical education programs to all students, including special populations.

Delaware's goals towards building an effective career and technical education system are:

- Providing access to educational opportunities for all students that will prepare them for high wage, high skill, and high demand occupations.
 - To meet the workforce and economic development needs of the state.
- Ensuring all programs include the highest level of industry standards
 - Recruiting, employing, and supporting qualified teachers, advisors, and administrators to promote student achievement
- Integrating career and technical education and rigorous academics
 - Providing aligned programs of study from secondary to postsecondary which result in a career path for all students
 - Creating and maintaining effective partnerships with secondary/postsecondary education and business and industry

The Delaware Department of Education establishes procedures, criteria and priorities for use in approving local programs of career and technical education in all areas of the state where a need exists for such programs. The Career and Technical Education work group of the Delaware Department of Education's Adult Education and Work Force Development Branch provides technical assistance and services to local educational agencies, community colleges, correctional institutions, and other eligible recipients under the Act. The Adult Education and Work Force Development Branch conducts program compliance and performance evaluations to adequately assess progress toward achieving stated goals and objectives.

Delaware encourages and supports programs for career and technical education through 19 school districts, charter schools, the community college and university system, apprenticeship programs, and various other eligible recipients. Programs for students are provided to foster challenging academic standards, promote the development of activities that integrate academic and career and technical instruction, and increase flexibility in providing services and activities designed to develop, implement and improve career and technical education.

Delaware's career and technical education programs provide students with opportunities to develop occupational interests and acquire skills throughout their secondary and postsecondary educational experiences that will lead to gainful employment. Innovative programs that strive to improve student success, access, and achievement in all content areas through rigorous academics and real-world application of knowledge and skills embedded within the course content are encouraged. Innovative programs are identified by their approaches and effectiveness in meeting the needs of all students, including students with special needs, by developing career interests and aptitudes and connecting student educational experiences with clearly identified pathways to meet their educational and career goals throughout their secondary experience and beyond.

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

1.1 Public Hearings

Public Hearing announcements were placed in the News Journal and Delaware State News, statewide papers, on February 28, 2008 and March 5, 2008. A public hearing will be held Wednesday, March 12, 2008, 1:00 – 4:30 PM, Collette Center, Conference Room B. Public comments will be accepted via online survey available on Career and Technical Education website through Friday, March 21, 2008, until 4:00 PM.

1.2 Summary and Response to Recommendations Made During the Public Comment Period [Sec. 122(a)(3)]

Few comments were received. Those received were minor wording changes and are on file.

1.3 Development of the State Plan [Sec. 122(b)(1)(A)-(B)]

The Delaware State Plan was developed in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. The Governor of the State was consulted with respect to development of the State plan.

1.4 Public and Private Participation in State and Local Decisions that Related to Development of the State Plan [Sec. 122(b)(2)]

The formulation and development of Delaware's State Plan included activities and procedures to ensure that participants and entities listed in item 1.3 participated in state and local decisions in relation to the development of the State Plan.

1.5 Consultation with Agencies Responsible for Secondary and Postsecondary Career and Technical Education [Sec. 122(e)(3)]

The portion of the State Plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, Tech Prep education, and secondary career and technical education was developed in consultation with representatives of all interested groups.

II. PROGRAM ADMINISTRATION

2.1 Term of the Plan

Pursuant to sections 4 and 122 of Perkins IV, Delaware submitted and was approved for a transition plan for July 1, 2007 through June 30, 2008 to fulfill the State's obligation under section 122 of the Act. The Delaware State Board of Education hereby submits this plan for the period July 1, 2008 through June 30, 2013 for operation of programs under the Act. [Sec. 122(a)(1)]

2.2 Career and Technical Education Activities Designed to Meet or Exceed the State Adjusted Levels of Performance (Sec. 122(c)(1)(A)-(L))

The Career and Technical Education and School Climate Work Group provides leadership and technical assistance in an ongoing effort to meet or exceed the state's adjusted levels of performance. Delaware Career and Technical programs to be assisted at the secondary level must meet the requirements under Title 14, Section 525, of the Delaware Administrative Code (Appendix A) and appear on the state approved course list, <http://doeunitcount.doe.k12.de.us/CIPAdmin/Public/VocPathwayCourse.aspx>, for the applicable funding period. Secondary programs of study will meet state or nationally developed standards and Apprentice Related-Training programs will follow applicable State Apprentice Training standards. Community college programs must be approved by the Board of Trustees of Delaware Technical and Community College.

Delaware offers approximately 350 career and technical courses and programs, seventh grade through Associates Degrees and Apprenticeship certifications. Perkins funds are used to support programs for students grades 7-14 in 19 school districts, charter schools, community college system, apprenticeship, correctional and other eligible recipients. These local educational agencies provide career and technical education programs in the following Career Clusters areas:

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, AV Technology and Communications
- Business, Management and Administration
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, and Service
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics
- Marketing, Sales, and Service

Standards in AgriScience; Business, Finance and Marketing; Technology Education; and Family and Consumer Sciences were revised in 2007 and cross walked to academic standards. Standards

are currently being developed for the Skilled and Technical Sciences. Career and Technical standards are designed to be academically challenging and rooted in career preparation. Programs are designed, validated, and reviewed in cooperation with business and industry partners to ensure academic and technical relevance. Program standards and pathways will allow for the establishment of specific benchmarks that outline what students should know and be able to do upon completion of the designated pathway, including academic expectations and technical skills. Additional learning and leadership opportunities are available through participation in Career and Technical Student Organizations (CTSO). These intra-curricular organizations are essential components of all quality career and technical education programs and include comprehensive leadership and skill training local, state, and national competitive events, community service opportunities, and promotion of career planning.

Postsecondary career and technical education programs are designed in cooperation with business and industry partners to be academically challenging and technically relevant.

(a) Career and Technical Education Programs of Study

Career and Technical Education (CTE) programs of study will be provided and/or developed, in consultation with business, industry, educators, and other interested parties and made available through the Department of Education (DDOE) to LEAs, postsecondary institutions, advisory councils, students, parents, and other interested parties as a foundation for planning and completing future coursework for CTE and technical content areas that —

- i. Incorporate secondary education and postsecondary education elements;
- ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
- iii. May include the opportunity for secondary education students to participate in dual enrollment, concurrent enrollment, tech prep programs or other ways to acquire postsecondary education credits; and
- iv. Leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

(b) Development and Implementation of Programs of Study

Career and technical programs of study will be planned and approved according to Title 14, Sec. 525, 1.0 and 2.0 of the Delaware Administrative Code (Appendix A) and through the *Delaware Education Success Planning and Evaluation System* (Appendix B). Programs of study will be provided or developed during the grant year and made available through the Department of Education to local education agencies, postsecondary institutions, advisory councils, students,

parents, and other interested parties as a foundation for planning and completing future coursework for career and technical content areas;

(c) Development and Implementation of Articulation Agreements between Secondary Education and Postsecondary Education Institutions

Delaware CTE Pathways should have current (or planned through the grant application) articulation agreements between secondary and post-secondary education institutions, unless no post-secondary connections are available for the CTE program to be assisted through the grant. Tech Prep Delaware will work with eligible recipients to cooperatively enter into articulation agreements between secondary education and postsecondary education institutions including Delaware Apprentice Related-Training programs. Tech Prep Delaware will advise the Delaware Department of Education which programs have no available post-secondary connections and therefore are exempt from this requirement;

(d) Secondary Level Career and Technical Programs of Study Offered by Eligible Recipients

LEAs will have documentation of current CTE Pathways (foundational to programs of study) in both hard copy and on the district and/or school web site. Documentation will be made accessible to the DDOE, teachers, guidance counselors, advisory committee members, parents, students and other interested parties;

(e) Secondary and Postsecondary Career and Technical Education Programs and Expansion Efforts to Access Appropriate Technology in Career and Technical Education Programs

CTE programs will have individual active advisory councils with membership drawn from the specific related area business and industry that the program is designed to serve. In addition, the expertise of area business and industry leaders shall be utilized in reviewing related CTE program curriculum and courses of study to insure relevancy in student career preparation. Meetings of the advisory committees will occur at least once per program year. Minutes and sign-in sheets will be kept on file at the LEA office and be available to the Department of Education upon request. Professional development activities related to the access of technology, will be provided at the state level and encouraged through the *Delaware Education Success Planning and Evaluation System* (Appendix B);

(f) Criteria Used to Approve Eligible Recipients for Funds Under the Act

Secondary LEAs will submit applications for Perkins funding through the *Delaware Education Success Planning and Evaluation System* (Appendix B) that clearly demonstrate how they will use assistance from the grant to promote continuous improvement in academic achievement through the integration of academic concepts and CTE content, to increase the level of technical skill attainment and testing thereof, and/or to implement appropriate CTE pathways for current or emerging high skill, high wage, or high demand occupations. Applications for funding will be evaluated by the Career and Technical workgroup as a part of the Consolidated Application program managers committee.

Post-secondary LEAs will submit applications as permitted under Section 133 of the Act, using a Request for Proposal process that incorporates the minimum post-secondary allocation for individual LEAs as required under Section 132.

(g) Preparation of Career and Technical Education Students for a High School Diploma

LEAs at the secondary level will demonstrate through the *Delaware Education Success Planning and Evaluation System* process (Appendix B), how their CTE courses are an essential component of a three-credit CTE career pathway of pre-planned and sequential courses required for graduation. (The Delaware State Board of Education has adopted the three-credit career pathway as a graduation requirement.) (Appendix C – Regulation 505) In addition, program curriculum must align with Delaware and/or national standards and stress teaching content in a contextual manner with applications of academic concepts included in the CTE content, to enable CTE students, including special populations, to gain a greater understanding of these academic concepts and to see the usefulness of the academic courses that are required for graduation;

(h) Preparation of Career and Technical Education Students for Postsecondary Education or Entry into High Skill, High Wage, or High Demand Occupation in Current or Emerging Occupations and Awareness of Such Occupations

Programs at the secondary level will be an integral part of a program of study that provides students, including special populations, effective academic and technical preparation for entry into high-skill, high-wage, or high-demand occupations and/or related opportunities in post-secondary education. Instruction will reflect use of approved academic and CTE standards. LEAs will have easily accessible publications listing currently approved CTE pathways available in hard copy and on the district and/or school website that clearly outline the opportunities for entry into high-skill, high-wage, or high-demand occupations and/or related post-secondary education with the related occupations for post-secondary completers. The DDOE has also just implemented statewide Student Success Plans for all secondary students. These Student Success Plans will engage students, their parents, counselors and other individuals in the process of developing an individual learning plan for each secondary student which will continue beyond high school. To assist schools with the implementation of these Student Success Plans, the State of Delaware has purchased career software, at no cost to the LEAs. The software allows the SSP to be completed online while providing career exploration tools. It allows students to research occupations in which they may be interested, including average starting salaries, type of work, career ladders, and preparation necessary to be successful in securing such a position upon graduation.;

(i) Use of Funds to Improve or Develop New Secondary and Postsecondary Career and Technical Education Courses that Lead to Employment in High Skill, High Wage, or High-Demand Occupations

Through the *Delaware Education Success Planning and Evaluation System* (Appendix B), LEAs will cite how funds will be used to improve existing CTE pathway courses or to develop new CTE pathway courses.

- i. Secondary CTE Programs will be aligned to Delaware and/or National CTE content standards. All students in CTE programs will receive instruction aligned with rigorous and challenging academic content standards based on the Delaware Recommended Curriculum Course Level Expectations (http://www.doe.k12.de.us/programs/ci/DRC/what_is_drc.shtml) and will be assessed through Delaware's secondary assessment and accountability system (the Delaware State Testing Program, <http://www.doe.k12.de.us/programs/aab/>).
- ii. Post-secondary community college CTE courses design will be developed to incorporate relevant and challenging content under guidelines set by the Board of Trustees of Delaware Technical and Community College Vice President for Academic Affairs or designee and the college's program advisory committees. Post-secondary apprenticeship CTE courses design will be developed to incorporate relevant and challenging content standards under guidelines set by the Delaware Apprentice/Trade Education Council and the Council's skill standards review teams.

Post-secondary programs of study will lead directly to one or more of the following:

Apprenticeship-related Education Certificate
 Trade Extension Education Certificate
 Industry-based Certificate
 Community College Diploma and Certificate
 Associate Degree

Associate Degree programs will be articulated with Bachelors Degree programs, where applicable.

- iii. Secondary and post-secondary courses will be part of a program of study, documented through the Student Success Plan that leads to employment in high skill, high wage, or high demand occupations.

(j) Communications on Best Practices Among Successful Recipients of Tech Prep Program Grants Under Title II

Tech Prep Delaware will participate in statewide technical assistance workshops where best practices of successful recipients of Title II grants can be communicated to other eligible recipients. In addition, Tech Prep Delaware will publish, distribute (to eligible recipients), and post on their website a newsletter which will include profiles of highly successful recipients as an example for others;

(k) Linking Secondary and Postsecondary Career and Technical Education Programs to Increase Student Academic and Career and Technical Achievement

Tech Prep Delaware will work with their consortia, high school coordinators, and post-secondary partners to sustain and expand a system of articulated links between academic and career and technical education at the secondary and postsecondary level that increase student academic and career and technical achievement;

At the secondary level, the Delaware State Testing Program will be used to assure that CTE students are taught to the same challenging academic standards as all other students. The CTE Workgroup of the Delaware Department of Education will continue to encourage the integration of rigorous academic content into hands-on, contextual curriculums of CTE programs as well as the integration of rigorous technical content to provide contextual learning projects and other experiences. In both formats, the CTE Workgroup will promote the usage of a wide variety of differentiated learning experiences to accommodate the varied learning styles of CTE students. This strategy will be stressed to enable quality courses for CTE students to incorporate increased rigor.

(I) Evaluation of the Integration of Coherent and Rigorous Content Aligned with Challenging Academic Standards in Career and Technical Education Programs

Delaware State Testing Program scores will be used to report the results of integration efforts for secondary students. The graduate follow-up core indicators will be used to report the integration and overall program quality for the other half of secondary student success. The graduate placement and retention core indicators will be used to report the success of integration efforts as reflective of the quality of post-secondary programs.

2.3. Comprehensive Professional Development for Career and Technical Education Teachers, Faculty, Administrators, and Career Guidance and Academic Counselors

The DDOE will provide professional development as directed by the Delaware Education Support System (DESS), to effectively consolidate and deliver DDOE services to districts, schools, programs, and agencies to ensure all educators have access to effective professional development and technical assistance that will result in high-quality education.

The DDOE definition - Professional Development is a cohesive ongoing series of rigorous, data-driven, targeted, research-based, collaborative, supported, sustained, and systemic opportunities that result in improved student learning.

(a) Promotion of Integrated Coherent and Rigorous Academic Content Standards and Career and Technical Education Curricula

The DDOE DESS of Teaching & Learning Domain of Continuous Improvement promotes that effective educators participate in focused and ongoing professional learning throughout their career. Also, this domain requires that curriculum, instruction, and assessment must be aligned to standards, continuous, systematic, and founded in evidence-based practices. (Appendix D - 502 State Regulation – Proof of alignment to Standards for all academic and CTE content areas.)

(b) Increasing the Percentage of Teachers That Meet Teacher Certification or Licensing Requirements

The DDOE DESS sub domain “Teacher Quality” supports “quality teachers” have knowledge of the content(s) they teach and are highly skilled at using appropriate teaching strategies to meet the needs of various learners”. This sub domain demands that “all students must have equitable access to qualified teachers if they are to meet challenging State content and academic and CTE achievement standards. The DDOE certification and license process supports this domain.

(c) High Quality, Sustained, Intensive and Focused Professional Development

The DDOE DESS sub domain “Instruction” demands “alignment of instruction” to the Delaware Content Standards. This same domain promotes the “integration of learning experiences to help students conceptualize both the boundaries and the relationships among all the content areas.

(d) Encouraging Applied Learning

The DDOE DESS promotes authentic learning, instruction based on student learning styles and needs. The DESS concept 3 4 “Global Citizenship” promotes access to real-world, career-based curriculum, assessment, and instruction, in order to prepare for post-secondary education and work force entry for all students.

(e) Providing Knowledge and Skills for Improving Special Populations Instruction

The DDOE DESS “Teaching & Learning” domain has embedded as its first concept “Fairness, Equity, and Access”. Striving to create an effective learning environment, must take into account the cultures, strengths, limitations, and other factors affecting the students, families, and staff members within the school. The DDOE certification and license process supports this domain.

(f) Promotes Integration with Professional Development Activities that the State Carries out under Title II

The DOE DESS is department wide so promoting the integration is a natural part of the process. There are three domains of Continuous Improvement to our system: Connections to Learning, Teaching and Learning, and Leadership for Learning. The LEA will utilize the *Delaware Education Success Planning and Evaluation System* (Appendix B) to coordinate this opportunity.

2.4 Recruitment and Retention Efforts

(a) Recruitment and Retention of Career and Technical Education Teachers, Faculty, and Career Guidance and Academic Counselors, including Individuals in Groups Underrepresented in the Teaching Profession

The DDOE works closely with all school districts and charter schools in the state on the issues of teacher/counselor recruitment and retention. Staff assists and provides technical assistance to

LEAs with teacher certification issues in order to allow LEAs to hire certificated staff to fill their career and technical education vacancies with qualified candidates. The DDOE assists LEAs with recruitment of staff by providing free of charge access to the Teach Delaware website www.teachdelaware.com. This website provides a centralized resource where school districts and charter schools can post all of their available job vacancies as well as review the resumes of potential applicants.

(b) Transition to Teaching from Business and Industry, including Small Business

The State of Delaware, through the University of Delaware, oversees an aggressive Alternative Routes to Certification Program (ARTC) which allows local LEAs to hire qualified professionals from business and industry who wish to transition into teaching positions. Through the cooperation of the Alternative Routes program and through the DDOE's Professional Accountability office and the CTE Education Associates, a program of coursework is developed to help transition these professionals into the teaching profession.

Once staff is recruited, licensed, and certified, the DDOE works vigorously to provide high quality professional development programs for career and technical education teachers and counselors. This professional development is delivered through a variety of mechanisms including onsite workshops and travel to professional conferences such as the Association for Career and Technical Education in order to learn the latest initiatives within industry. Additionally, teachers and counselors can avail themselves of a number of Knowledge and Skill Professional Development Clusters which have been developed by instructional experts and which offer high quality professional development in a variety of areas.

2.5 Transition of Sub baccalaureate Career and Technical Education Students into Baccalaureate Degree Programs at Institutions of Higher Education [Sec. 122(c)(4)]

The DDOE and its only statewide community college system, Delaware Technical and Community College (DTCC), recognize the importance of transitioning students enrolled in sub-baccalaureate career and technical education programs into baccalaureate degree programs. DTCC, the two publicly-supported universities, and one private university, have forged a program of transferability of individual course credit within and among their respective institutions through their "Transfer of Credit Matrix". DTCC's "Connected Degree" initiative continues to establish full program-to-program articulation agreements with both publicly-supported and private colleges and universities.

2.6 Involvement of Parents, Academic and Career and Technical Education Teachers, Administrators, Faculty, Career Guidance and Academic Counselors, Local Business (including small businesses), and Labor Organizations in the Planning, Development, Implementation, and Evaluation of Career and Technical Education Programs [Sec. 122(c)(5)]

In addition to the individual program advisory councils, each district is required to have an active, district wide Perkins Advisory Committee, with broad representation of parents, students,

academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small business), and labor organizations. A minimum of at least one meeting per program year, with minutes and attendance records kept. A list of advisory committee members and the constituency they represent must be submitted with application for funding.

2.7 Improvement of academic and technical skills [Sec. 122(c)(7)(A)-(C)]

(a) Integration of Academic and Technical Education

Delaware CTE content standards (revised, 2007; <http://www.doe.k12.de.us/programs/ci/default.shtml>) and/or national, industry-validated content standards will serve as the basis for the development of CTE programs. These content standards define the essential knowledge and skills necessary for student proficiency in each CTE content area. Delaware academic content standards are embedded into the curriculum and supported through CTE programs. *Delaware CTE Standards Teacher Resource Guides for Recommended Curriculum Development* provide guidance on how to plan; sequence; integrate; and implement the Delaware academic and CTE content standards in Delaware classrooms and includes crosswalks (http://www.doe.k12.de.us/programs/ci/content_crosswalks/default.shtml) that define linkages between Delaware CTE and academic standards.

Delaware programs of study samples will emphasize the integration of academic and technical content and will include a sequence of courses that address Delaware's academic, as well as CTE content standards. These programs of study will provide the effective academic and technical preparation necessary for student entry into high-skill, high-wage, or high-demand occupations and/or related opportunities in post-secondary education. All Delaware students will be held to the graduation requirements as defined through Title 14, Section 505, Delaware Administrative Code (Appendix C). These requirements include completion of rigorous academic courses and a three-credit planned and sequential career pathway as defined in the Student Success Plans (SSP). Delaware students are required to complete the SSP encompassing a minimum of five years including one year beyond high school developed and updated at least annually by the student, the student's advisor, at least one other staff member and the student's parent(s) guardian(s) or relative caregiver. The student's plan includes courses needed in preparation for immediate entry into the work force or opportunities in post secondary education. The plan also includes the support services necessary for the student to graduate from high school.

Delaware will continue to support curriculum and professional development opportunities supporting the integration of academic and technical skills. Instruction will reflect the use of approved academic and CTE standards. Career and Technical Student Organizations (CTSO) that support and provide opportunities for the demonstration of the integration of academic and technical knowledge and skills will continue to be supported by the State. Programs will be held accountable for meeting academic and technical skill performance targets.

(b) Understanding and experience in all aspects of industry

Delaware CTE content standards (<http://www.doe.k12.de.us/programs/ci/default.shtml>) are industry based and aligned with nationally recognized standards to provide an understanding of, and experience in, all aspects of an industry. Delaware CTE content standards define what students need to know and to be able to do while supporting student development in solving problems, gathering and using resources, and working collaboratively to assure success in a highly challenging academic and competitive global work environment. In addition, related, work-based learning experiences are supported upon the completion of state-approved pathways.

(c) Challenging academic proficiencies

All Delaware students will be held to the rigorous graduation requirements as defined through Title 14, Section 505, Delaware Administrative Code (Appendix C).

Tech Prep Delaware will work with their consortia, high school coordinators, and postsecondary partners to sustain, and expand, a system of articulated links at the secondary and postsecondary levels to increase student academic and technical achievement and prepare students for postsecondary education and employment.

2.8. Technical assistance [Sec. 122(c)(15)]

Each eligible LEA will have a Delaware Department of Education CTE workgroup associate assigned as their primary technical assistance representative. Other DDOE personnel will provide technical assistance, as needed. The CTE workgroup will provide both on and offsite technical assistance as needed. The CTE workgroup, supported by associates representing all CTE content areas, will provide additional support by facilitating and providing training to CTE teachers, administrators and counselors. Training will be focused on, but not limited to: curriculum alignment and program planning; implementation; and evaluation. Targeted technical assistance will be provided through the monitoring of Perkins performance measures and the evaluation of state-approved CTE programs through the Delaware Education Planning and Success Evaluation System.

2.9 How career and technical education relates to your State's and region's occupational opportunities. [Sec. 122(c)(16)]

Applications for the Delaware Department of Education for new or additional secondary CTE pathways will require LEAs to provide documentation as to how the pathway will prepare students for a high demand, high skill, or high wage occupation. National labor market survey information from the U.S. Bureau of Labor Statistics, as well as State labor market survey information from the Delaware Department of Labor's Office of Labor Market Information, local cooperative employment surveys, and business and industry representatives on pathway advisory committees will be used to demonstrate sufficient job opportunities for the total number of students to be enrolled in a career pathway program.

Each year, advisory committees will review curriculum standards as well as state-approved assessments and provide business and industry input regarding any appropriate updating and/or

other changes needed to align career pathway program relevance to current labor market conditions.

The DDOE will maintain close ties with the Delaware Governor's Council on Apprenticeship and Training and the Delaware Department of Labor's Division of Industrial Affairs, Apprenticeship and Training Section. This includes active DDOE membership on the Governor's Council and regular meetings with the manager of the Apprentice and Training Section.

The DDOE will, during the period covered by Perkins IV, increase its emphasis on working with the Delaware Workforce Investment Board to examine workforce trends, including new and emerging industries.

The DDOE will work to increase data quality and monitoring successful post-graduation placements of secondary and post-secondary students through graduate follow-up surveys to facilitate data-driven decision-making for improved pathway program management.

2.10 Joint Planning and Coordination with other Federal Education Programs. [Sec. 122(c)(171)]

The Delaware Department of Education has required LEAs to apply for federal funding through a consolidated planning and application process. This process has been extended to include the monitoring of coordinated performance of LEAs under the newly-designated *Education Success Planning and Evaluation System* (Appendix B). This includes an online tool to be used for real-time monitoring of leading and lagging performance indicators (*public access available: Summer, 2008*).

2.11 Procedures to Ensure Coordination and Non-Duplication Among Programs

The DDOE will strengthen successful partnerships to increase the alignment between labor force supply systems and workforce employment demands. These partnerships include the Delaware Department of Labor, the Delaware Office of Labor Market Information, and the Delaware Workforce Investment Board. The DDOE will continue the strong connections between education and workforce programs that include career and technical education programs at the secondary and postsecondary levels to increase the retention of students and workers moving from secondary education to post-secondary education, including registered apprenticeship programs, and in the continuous relationship between work and learning.

B. Other Department Requirements

B.1 Copies of local applications for secondary and postsecondary eligible recipients

Delaware Education Success Planning and Evaluation System

The purpose of the *Delaware Education Success Planning and Evaluation System* is to create a structure that increases the ability of the state, districts and schools to better align actions with resources resulting in improved outcomes for all students.

The system is intended to improve communication among the organization's staff and constituents and provide a dynamic structure to put the strategic plan into action. The major components of this dynamic system are Planning, Resource Allocation, Evaluation, and Monitoring. Local applications for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act will be available through the DDOE web site link for public access, to be provided when published by the DDOE (*public access available: Summer, 2008*).

B.2. Delaware's governance structure for CTE

The Secretary of Education is an appointed member of the Delaware Governor's Cabinet. The Secretary of Education is the chief executive of the Delaware Department of Education working in partnership with the Delaware State Board of Education and the Professional Standards Board.

A Deputy Secretary and four Associate Secretaries are appointed by and report to the Secretary of Education.

The Associate Secretary of Adult Education and Workforce Development oversees the State Director of Career and Technical Education and the CTE Workgroup. The CTE Workgroup is comprised of CTE Education Associates and support staff. The CTE Education Associates are assigned to monitor and provide technical assistance to all CTE programs. (Appendix E - Organizational Chart)

B.3 Postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA

As part of their efforts to streamline services in a one-stop environment that provides a multifaceted access to training opportunities, the Delaware Workforce Investment Board has contracted with the following providers of postsecondary career and technical education:

- a. Delaware Skills Center
- b. Delaware Technical & Community College (3 campus locations)
- c. Polytech School District
- d. Sussex Technical School District
- e. New Castle County Vocation-Technical School District

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

3.1

(a) Equal Access

Special populations will include but not be limited to individuals who are economically disadvantaged; non-English speaking; students with disabilities; preparing for careers that are nontraditional for their gender; single parents; displaced homemakers; migrants, etc. Members of special populations will be provided equal access to the full range of CTE programs available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs, and comprehensive career guidance and counseling services. Individuals who are members of special populations will be provided with equal access to activities assisted under Perkins IV through a number of proactive initiatives implemented by Delaware Department of Education, including:

Beginning 2008-09 school year special populations monitoring will become part of the *Delaware Education Success Planning and Evaluation System* (Appendix B) to ensure that students in special populations are provided equal access to Career and Technical Education (CTE) programs. Reviews will increase the focus on outreach and recruitment activities, as well as program placement options to ensure equal access to CTE information for special populations.

A Special Populations review group will be formed, consisting of CTE Associates, associates from the DDOE Exceptional Children's and Curriculum Improvement groups, LEAs, and other stakeholders. The review group will examine best practices to assist students in special populations to meet or exceed state levels of performance.

The Special Populations review group will promote the following activities:

- Interagency collaboration for support and transition services to special populations. This group will collaborate with the Delaware Shared Youth Vision Team, supported through a federal grant and the Youth Council of the Delaware Workforce Investment Board. It will also link with Delaware's Community of Practice on Secondary Transition for students with disabilities, which is supported initially by a grant from the federal Office of Special Education and Rehabilitation Services (OSERS).
- Coordination and collaboration of CTE instructors, special education and ELL staff in secondary school programs.
- Professional development opportunities in statewide conferences and forums on effective practices.
- Data analysis will be used to identify effective programs that serve special populations in the most integrated settings possible. Programs requiring assistance to provide access and demonstrate success will also be identified.

(b) Non-discrimination on basis of status as members of special populations

In accordance with the IDEA and the Civil Rights Acts of 1964 and 1968, Section 504 of the Rehabilitation Act of 1973, and subsequent federal legislation, Delaware prohibits discrimination against students, including students enrolled in career and technical education programs.

(c) Provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations

Individuals who are members of special populations will be provided with support services designed to enable the special populations to meet or exceed adjusted levels of performance. Initiatives to ensure individuals who are members of special populations are provided with support services designed to enable them to meet or exceed adjusted levels of performance include:

LEAs at the secondary level will assure the Delaware Department of Education that students from special populations have Student Success Plans designed to meet or exceed State adjusted levels of performance, and to prepare them for further learning and for high-skill/high-wage occupations. Student Success Plans (SSPs) are a new graduation requirement implemented for the first time during the 2007-2008 school year for all students from 8th through 12th grades. The SSP is a five-year individualized plan developed by every student to identify post-school goals and to meet those goals through a variety of experiences during each student's high school years. It includes a series of career assessments for each student, meetings with school advisors, development of a high school course of study, including career pathways and CTE coursework, and the identification of needed supports and other activities to reach those goals. The intent of the SSP is to encourage students to enroll in rigorous high school coursework that will lead to meet or exceed levels of performance and prepare them to enroll in postsecondary education/training programs and/or obtain high-skill/high-wage occupations.

The DDOE will provide monitoring and evaluation of Tech Prep programs to ensure that these programs and services meet the specific needs of special populations.

3.2 Needs of students in alternative education programs, if you have such programs. [Sec. 122(c) (14)]

Delaware recognizes the need for a broad array of quality educational programs for life-long learners and for students who have not been successful within the regular school program. Often, in an instructional setting more appropriate to their needs, these students become highly successful at school and in the workplace. As the number and scope of alternative learning environments increase, more students will spend some portion of their academic careers outside of the traditional educational delivery system. While alternative education programs often work to return the student to the educational mainstream including the home school, where appropriate,

many students will derive substantial educational benefits from the alternative school program and will therefore spend a significant portion of their educational careers in the alternative setting. Given this context, the State's role in the implementation of Perkins IV is to help ensure that students in alternative learning environments are not denied access to CTE. The State has developed strategies to address this concern, including:

3.3 Promotion of High-skill, High-wage, or High-demand Occupations and Non-traditional Fields [Sec. 122(c)(18)]

Delaware DOE staff developed a "Curricula Crosswalk" document of Delaware Standards for Career and Technical Education, English/Language Arts, Mathematics, Science and Social Studies. This document provides links between high-quality technical and academic education in order to best prepare students for high-skill, high-wage, or high-demand occupations and non-traditional fields. Through this document educators in Delaware will be able to connect the theory of what is taught in core academic content areas to the authentic, real-world application of that theory through their application in the workplace via career and technical classes. This document is intended to be a tool to encourage and facilitate communication and collaboration among educators. This effort will be a focus of DDOE for the duration of the Perkins IV grant period.

The DDOE will, throughout Perkins IV, continue to assess how programs are designed to enable special populations to be prepared for high-skill/high-wage careers, and to ensure that the steps outlined by each eligible recipient are undertaken.

3.4 Individuals in State Correctional Institutions [Sec. 122(c)(19)]

Recent research reveals that offenders, who have enhanced their academic skills and received CTE training during their incarceration, are less likely to return to prison. These funds will provide CTE services to offenders while incarcerated and prepare them for the job search process upon release. Program services will include establishing CTE programs at facilities with no training programs; enhancing currently operating programs through materials and equipment upgrades and staff development opportunities; providing offenders with information on job search and job retention for use upon release; and developing referral systems that will assist offenders with job search upon their re-entry into the community.

3.5 Applicants will Ensure Equitable Access to, and Participation in, its Federally-Assisted Program for Students, Teachers, and other Program Beneficiaries with Special Needs as Contained in section 427(b) of the General Education Provisions Act as Amended.

Through the local plan and application, eligible recipients will be required to assure that:

- Individuals with disabilities who do not have Individual Educational Plans (IEPs) will be afforded the rights and protections established by Section 504 of the Rehabilitation Act, including making such programs accessible through supplementary services;

- The rights of students with disabilities will be protected based on the requirements of IDEA and Section 504 of the Rehabilitation Act of 1973 as amended;
- Career and technical education for students with disabilities will be provided in the least restrictive environment (Section 1412(5), IDEA);
- Representatives for career and technical education, when appropriate, will participate in the Individual Educational Plan process (Section 1414(d), IDEA); and
- Programs will be provided to prepare special populations for further learning and high skill, high wage, and high demand occupations.

In addition, all eligible recipients will be expected to report data reflecting student participation in career and technical education programs. This data is used to adequately measure the progress of all career and technical education students, including students who are members of special populations.

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

1. Through a process of public hearings, the DDOE will obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency.

The Career and Technical Education work group of The Adult and Workforce Development Branch conducted two statewide workshops, sponsored by the Delaware Advisory Committee for Career and Technical Education (DACCTE), conducted informational sessions during technical assistance workshops for local education agencies, and presented to the DACCTE board. In addition, the draft State Plan was posted on the Department of Education's website with the opportunity to submit electronic comments and recommendations. The DACCTE workshops were held in the fall and spring with invitations sent to public and charter school teachers, counselors, and administrators. The core indicators of performance were reviewed and comments taken.

Also, the State Plan was developed in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the state Tech Prep coordinator and representatives of tech prep consortia; interested community members; representatives of special populations; representatives of business and industry; and representatives of labor organizations in the State. During the development sessions, proposed indicators of performance were reviewed, discussed, and finalized by the group.

Representatives from the planning committee will, on an annual basis, review definitions, measures, and performance levels to assure Delaware is using valid and reliable measures.

2. A three-year average of actual performance indicators will be used to establish a State adjusted level of performance for each of the core indicators of performance for CTE students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance. Temporary modifications to the target performance measures will be permitted for specific recipients if they can justify the need for such modifications.
3. Part C of this guide provides definitions and approaches that will be used for each of the core indicators of performance for CTE students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable.
4. CTE Core performance indicators and additional indicators of performance will, to the greatest extent possible, be aligned to other performance indicators, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used

to meet the Act's accountability requirements. For example, the graduation rates will be calculated in the same way that is calculated for Delaware under the NCLB AYP procedures.

5. Refer to Part C for Performance Levels
6. LEAs that do not accept the State adjusted levels of performance under section 113(b)(3) of the Act would be required to submit a justification from the Chief School Officer of the LEA for proposing a reduced target. They would also be required to develop a plan for meeting the state adjusted performance targets.
7. The LEA that requests in writing revisions to its local adjusted levels of performance due to unforeseen circumstances would have to document the effect of such circumstances on specific indicators. The LEA would also have to estimate the percentage by which the local adjusted levels would need to be reduced, and the number of years that this impact is expected to last. In some cases, a temporary modification to the target performance measures will be permitted for specific indicators if an LEA can justify the need for such modification. Revisions may be made for natural disasters; for factors causing schools to be closed for extended periods; or for changes in data definitions, collection or reporting technology causing significant changes in student performance numbers. Additionally, unforeseen economic declines where enrollments or student progress is severely impeded, local eligible recipient may request the opportunity to negotiate lower performance targets. Reconfiguration of LEAs or the effects of restructuring related to AYP on CTE programs may also lead to negotiations of performance targets.
8. Delaware collects LEA data through a statewide pupil accounting system called *eSchoolPLUS*. This system is used for entering CTE course information and course scheduling for students at the school level. All demographic and academic information on a student is also entered in *eSchoolPlus*. The data is stored in a state database called DELSIS. Using a single database and SIF (SchoolsInteroperability Framework) technology is able to generate unique student identifiers and provide LEAs with real-time, complete and accurate data. LEAs are provided with data reporting and editing capability through Cognos Impromptu web reports. They are required to edit and verify Perkins data prior to a fixed submission date. Through this process, CTE participant and concentrator status is verified. Key demographic data (such as disability status) that are used to populate the Perkins CAR report are also verifiable. Tech Prep data is obtained from proprietary software called CATEMA. This data is merged with Delaware pupil accounting data using the unique student identifiers that exist in both databases.
9. LEAs will submit applications for Perkins funding through the *Delaware Education and Evaluation System* using current disaggregated data to establish a minimum level of performance for each of the Perkins indicators. They would need to demonstrate how they will use assistance from the grant to promote continuous improvement in academic achievement, technical skill attainment and testing thereof, and/or to implement appropriate CTE pathways for current or emerging high skill, high wage, or high demand occupations. LEAs not meeting specific academic or skill attainment targets will be required to expend the equivalent of 20% of their total Perkins allocation, from any allowable and/or appropriate funding source, for career and technical staff professional development that specifically addresses unmet targets.

10. Under the *Delaware Education Success Planning and Evaluation System* (Appendix B), all LEAs with CTE programs would be evaluated annually. The evaluation along with data submitted for the annual Perkins Consolidated report will be used to evaluate the effectiveness of career and technical education programs and better integrate student services with other Federal programs to ensure non-duplication.

C. Other Department Requirements

1. See Part C. for definitions and proposed performance levels.
2. **Technical Skill Assessment**

The DEDOE CTE work group is in the process of identifying program areas for which technical skill assessments are currently available. The following assessments will be acceptable throughout the plan period:

- Federal or state regulatory agency-developed assessment instrument leading to licensure;
- Industry-developed assessment instrument leading to industry certification;
- Third-party-developed assessment instrument leading to award of state certification of proficiency in pathway area based on state CTE curriculum standards.

The Career and Technical Education workgroup has been working on the revision of all career and technical education standards as well as developing more defined pathways. Participants in this project include teachers, administrators, and industry representatives. Fall 2008 will be the first year students begin enrollment in the more focused pathways in Agriscience, Business; Finance; and Marketing; Family and Consumer Sciences, and Technology Education.

The skilled and technical sciences areas are developing assessment criteria as they complete standards revisions. They currently have assessments defined for approximately 33% of their programs and will begin assessments beginning in the 2008-2009 school year. Assessments include the following:

- Nurse/Nursing Assistant students – Delaware CAN (Certified Nursing Assistant) Certification Test administered through D & S Diversified Technologies LLP
- Plumbing Technologies – NCCER (National Center for Construction Education and Research) Contren® - Plumbing Level I Final Exam.
- Sheet Metal - NCCER (National Center for Construction Education and Research) Contren® – Sheet Metal Level I Final Exam
- Cosmetology – Delaware Cosmetology Test administered through the State of Delaware Division of Professional Regulation, Board of Cosmetology and Barbering.
- Welding - NCCER (National Center for Construction Education and Research) Contren® – AWS Entry Level Welder Phase I and Phase II Final Exam.
- Carpentry - NCCER (National Center for Construction Education and Research) Contren® – Carpentry Level I Final Exam
- Electrician - NCCER (National Center for Construction Education and Research) Contren® – Electrical Level I Final Exam

- Medical/Clinical Assistant – National Healthcareer Association’s National Certification Examination for Certified Clinical Medical Assistant.
- Mason/Masonry - NCCER (National Center for Construction Education and Research) Contren® – Masonry Level I Final Exam

Additional assessments will be added as standards are revised. All will have approved assessments by the final year of the state plan.

An effort is under way to identify potential industry recognized certifications. Beginning in the spring of 2010 agriscience will begin piloting assessments in power systems pathways. The veterinary technician certification will be reviewed as the assessment for Animal Science students. During the next school year, an attempt to identify other industry certifications will take place. If no other industry certifications are identified, assessments will be developed from a test bank of questions that have been developed and validated by CAERT, based on the Delaware Agriscience standards. All areas will be assessed by the final year of the grant.

Business; Finance; and Marketing will be piloting two assessments in 2008-2009. The assessments will be Banking and Related Services and Business and Financial Management through NOCTI. Additionally research is being conducted into A*S*K Business Institute certification program for possible use.

Technology Education will begin using the Cisco certification and Microsoft Engineering in the 2008-2009 school year as a pilot and begin to identify assessments for additional programs. Sources such as CAD vendors will be used to help identify assessment tools. In the automotive pathways, ASE will be reviewed as a possible assessment.

Family and Consumer Sciences will pilot the DSCYF: Office of Child Care Licensing test 2009-2010 and will work with the Restaurant Association and the National Board of Nursing to develop relevant assessments to pilot in 2010-2011.

Technical Skill Assessment Phase-In

The DEDOE intends to increase the number of program areas for which assessments are identified over the length of the 5-year plan. CTE areas will have acceptable (as defined above) assessments.

Additional information will be provided as final guidance is obtained from OVAE.

V. TECH PREP PROGRAMS

5.1 Competitive basis or formula Used to award grants to Tech-prep consortia. [Sec. 203(a)(1)]

Five percent of the allotment for tech-prep education will be reserved by the DDOE for technical assistance to recipients.

Funds will be provided for planning and demonstration grants to a consortia of eligible recipients for the development and operation of “2+2” programs, “2+4” programs, and “bridges to apprenticeship” programs to provide a Tech Prep Education Program leading to a two year associate degree, a one-year diploma, a four year degree, or industry certification. The established state-wide consortium will provide for the requirements under Section 204 of the Act and will review and provide support to each plan submitted to the Department of Education by any secondary/postsecondary partnership initiating a Tech Prep program.

An amount not to exceed 40 percent of these funds will be allocated to the statewide consortium for planning and management activities of the statewide consortium, and other requirements identified in the Tech Prep Education section of the State Plan. The remaining 60 percent (minimum amount available) of this allotment will be available for eligible recipients on a competitive basis. Plans submitted to the Department of Education will be reviewed by the statewide consortium and meet the requirements identified in the Tech-Prep Education section of the State Plan.

Additionally, the State of Delaware contributes a line item budget for the State Technical Preparation Consortium of approximately \$500,000. These funds are used for the administration of the consortium. Federal funds are used for activities in direct support of local partners. Further, Delaware allocates between \$100,000 and \$450,000 annually in the capital bond bill to support equipment for Tech Prep programs at the local level.

5.2 Special consideration to applications that address the areas identified in section 204(d) of the Act. [Section 204(d)(1)-(6)]

The established state-wide consortium will provide for the requirements under Section 204 of the Act and will review and provide support to each plan submitted to the Department of Education by any secondary/postsecondary partnership initiating a Tech Prep program. Criteria for consideration of areas identified in Section 204(d)(1)-(6) shall be included in the five year plan and operating procedures.

Specifically, the state-wide consortium will address Section 204d by utilizing a variety of approaches. First, the consortium will continue to co-sponsor a state-wide career fair that includes a large number of Delaware employers for the benefit of both secondary and postsecondary students. Second, the consortium will continue to actively support the linking of associate programs to four year institutions. Third, the state-wide consortium board of directors includes representatives from postsecondary partners and labor

organizations in Delaware. Fourth, by assisting with the development and expansion of strong secondary career and technical education programs at the secondary level that are available to all students, drop out rates can be reduced and the needs of special populations served. Fifth, requests for LEA program funding must include up-to-date labor market information. Sixth, Tech Prep students are required to meet college/postsecondary program entrance standards, thus all students are required to complete high level academic core courses. Seventh, the state-wide consortium has agreements with every public high school in the state. This level of involvement ensures cooperation and integration with all eligible recipients.

5.3 Assurance of equitable distribution of assistance between urban and rural consortium participants. [Sec. 204(f)]

All Delaware public high schools have agreements with the state-wide consortium. In any competitive process, Tech Prep Delaware will consider location and demographics as part of the approval process.

4. Assurance of:

(a) Tech Prep articulation agreements between the participants in the consortium, as defined in section 3(4) of the Act;

Secondary and postsecondary educators cooperatively enter into articulation agreements. Every public high school in Delaware has at least one articulation agreement. As of August 31, 2007, Tech Prep Delaware had over 500 articulations in place. Tech Prep Delaware partners with ten postsecondary partners. In-state partners include Delaware Technical & Community College, Delaware State University, University of Delaware, Wilmington University, Goldey Beacom College, Wesley College, and the Delaware Department of Labor Apprenticeship Program. Out-of-state partners include Johnson & Wales University, Cecil County Community College, and the Art Institutes.

(b) Program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;

All CTE pathways must be approved by the DDOE. State regulation requires every student to complete one three course career pathway prior to graduation. The articulated CTE pathways provide for nonduplicative, sequential courses of study between the secondary and postsecondary levels. Work based experiences are designed and developed with advice and involvement of local employers and employee representatives. Tech Prep Delaware programs are driven by industry standards. Articulated programs require both the academic and technical skills necessary to succeed in the global economy. Programs must be based on occupations in technical career fields where there is reasonable expectation for current and long term future employment.

(c) Development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;

As stated above, all CTE pathways must be approved by the DDOE and require both academic and technical skills. Existing articulations provide for nonduplicative, sequential pathways with two year programs, four year programs and the State of Delaware Department of Labor Apprenticeship Program. Work based experiences are designed and developed with the advice and involvement of local employers and employee representatives.

(d) In-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F) of the Act;

DOE and Tech Prep Delaware provide in-service training on a regional and statewide basis for secondary and postsecondary instructors and administrators, including Tech Prep Directors and Coordinators. Best practices, which include pilot sites for work based learning and activities to transition students to postsecondary sites, shall be highlighted through publications for statewide distribution and by oral presentations at meetings and conferences. Workshops are provided that cover topics such as how to sustain a Tech Prep program, how to successfully navigate the articulation process, how to organize and maintain an advisory board, how to transition students from secondary to postsecondary education and other topics. In addition, in-service activities are designed to provide career guidance and development to Tech Prep students, to identify and accurately report Tech Prep students, to provide quality work based learning for Tech Prep students, to use evaluation results to improve Tech Prep programs, to increase the number of secondary and postsecondary instructors who are integrating academic and technical skill content and using applied methods of teaching, to assist teachers and administrators in staying current with the needs, expectations, and methods of business and all aspects of industry, and provide training in the use and application of technology.

(e) In-service professional development for counselors that meets the requirements of section 203(c)(5)(A)-(F) of the Act;

DOE and Tech Prep Delaware also provide in-service training for secondary and postsecondary counselors. Workshops are also offered locally to assist counselors in more effectively providing information to all students, from the academically talented to the academic underachievers to special needs, regarding Tech Prep programs, supporting student progress in completing Tech Prep programs, and providing information on related and appropriate employment and postsecondary education opportunities.

(f) Equal access to the full range of technical preparation programs (including preapprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];

All consortia are required to provide equal access to the full range of Tech Prep programs to individuals who are members of special populations. This includes the development of Tech Prep education program services appropriate to the needs of these individuals so they have an opportunity to enter Tech Prep education that is equal to that afforded the general student population.

(g) Preparatory services that assist participants in tech-prep programs [Sec. 203(c)(7)];

Tech Prep programs provide preparatory services for all students. These services include outreach services such as college recruiters visiting middle and high schools, touring college campuses, entrance testing, college nights, and bridge activities which include workshops on college life, and financial aid seminars. Tech Prep Delaware has also developed and implemented the FORCE Program (Focus on Reaching Career Excellence). This classroom presentation is designed to supplement the DDOE Student Success Plan Program that has been implemented.

The use of technology facilitates the ability of the students to receive preparatory services. Technology is made available to Tech Prep programs through a separate appropriation of capital funds to the Delaware Consortium on Technical Preparation Programs. This state appropriation is used to provide technology to Tech Prep programs over and above the efforts the state has made. This funding has ranged between \$100,00 and \$200,000 over the past several years.

(h) Coordinates with activities under Title I. [Sec. 203(c)(8)]

The state-wide Tech Prep Consortium partners with the DOE on CTE related projects. Funding is not provided to CTE programs without consultation with the appropriate DOE specialist. This ensures that the funds are utilized in the most efficient manner that the funded programs include all mandated requirements set forth by the DDOE, and that program development is directed in a future-driven manner.

5. Plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

The Delaware state-wide Tech Prep consortium shall provide the DDOE with Tech Prep student enrollment and performance data as set forth in sections 113(b) and 203(e). Minimum levels of performance shall be mutually agreed upon by the Tech Prep Delaware staff, the DDOE Perkins Coordinator, and the State Director for CTE. The performance standards established will provide the basis for program review.

B. Other Department Requirements

Local Application Form and Technical Review Criteria

A copy of the local application form and the technical review criteria appear in Appendix F of this transition plan.

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

The DOE will comply with the applicable requirements of Titles I, II, and III of the Act.

DOE will maintain financial records associated with the expenditure and disbursement of all funds associated with the Act per the State accounting system, which utilizes a modified cash basis. Expenditures for personnel and travel are charged to the fiscal period in which these occur. Supplies, equipment and printing are charged to the fiscal period in which they are obligated. Contractual services are charged to the fiscal period in which service is rendered. All fiscal procedures shall be according to State and federal regulations for State agencies. Administrative equipment, whether purchased with State or federal fund, is considered to be State property once placed on the State property control inventory. Disposition of such property is according to State property control regulations. All obligations must be liquidated by September 30 following June 30, the close of each fiscal year, except those funds obligated prior to June 30 to be expended in the immediate subsequent fiscal year. The accounting systems utilized by local educational agencies vary from a strictly cash basis to a strictly accrual basis.

Copies of all records of financial accounts and supporting documents will be kept on file in the office of DOE, Dover, Delaware, until audit completion by federal auditors or for a period of five years unless an audit is in progress. Recipients of federal or State vocational technical education funds shall retain basic fiscal documents for the same period.

The auditor general is responsible for an independent audit of all Department of Education operations involving the use of State or Federal funds. Such audits are made yearly as part of the State of Delaware A-133 Single Audit that includes all 19 school districts in its scope and the charter schools as “subcomponent units” and will be conducted in accordance with the generally accepted auditing standards, “Government Auditing Standards,” issued by the Comptroller General of the United States, and OMB Circular A-128, “Audits of State and Local Government” (the Single Audit Act of 1984). Copies of such audits will be available in the office of DOE, Dover, Delaware, and/or the office of the Auditor General, State of Delaware as well as on the web at:

http://auditor.delaware.gov/Audits/financial_compliance.shtml.

DOE maintains financial management systems, which comply with the financial reporting requirements of 34 CFR Part 80.20, (b)(1) and (2) and 34 CFR Part 76.702, fiscal control and fund accounting procedures.

The funding split between the secondary and post-secondary allocation is 85% secondary and 15% post-secondary. The reason for this distribution is the large number of secondary providers of CTE vs. the number of post-secondary providers. There are 19 districts in Delaware that encompass 29 high schools and over 50 additional schools with grades 7 and

above. There are only 7 post-secondary providers, one of which is a four-campus community college and the others are extensions of the secondary area career technical centers.

Any school district to be eligible for secondary school CTE program funds, shall enter into a county-wide consortium agreement for the purpose of receiving funds under the Perkins Act and for coordinating such county-wide activities as defined that enhance and improve the delivery of services in CTE education. The formation of consortia is a State-imposed requirement.

Allocations to each secondary consortium will follow the distribution formula in Sec. 131 of the Act.

Funding allocations to the various districts within the consortium shall be based on each participating school's relative share of students who are identified as disabled and economically disadvantaged in grades nine through twelve who are enrolled State Board of Education approved CTE programs in the fiscal year prior to the fiscal year in which funds are requested. The State shall determine the number of economically disadvantaged students in approved CTE programs in grades nine through twelve on the basis of eligibility for Free and Reduced Lunch. The State shall determine the number of disabled students in approved CTE programs in grades 9-12 on the basis of students eligible for Individualized Education Programs (IEP). Funds shall be allocated to the school district where the student is receiving his or her major portion of vocational instruction. Two-year averaging will be used to determine these figures. This is a state-imposed requirement.

The total amount of funds to be allocated to each district in the consortium will be based on the district's relative share of funds generated in the county consortium. The formula to determine a district's relative share of funds is weighted to award a higher percentage of funds for disabled students eligible for IEPs. Additional costs to support CTE programs for these students (i.e., specialized services, and adaptive equipment, etc.) are recognized by the State and compensated for within the formula. This is a state-imposed requirement.

The following formula will be used to determine allocations for each county consortium and participating districts within each consortium:

$$\begin{array}{rcl}
 \text{Allotment} & = & \begin{array}{l} \text{District Total of} \\ \text{Free and Reduced Lunch Students} \\ \text{Enrolled in Voc Ed} \end{array} \quad \text{Multiplied By .40*} \\
 & & \text{secondary allocation} \\
 & & \begin{array}{l} \text{State Total of} \\ \text{Free and Reduced Lunch Students} \\ \text{Enrolled in Voc Ed} \end{array} \\
 & & \text{PLUS} \\
 & & \begin{array}{l} \text{District Total of} \\ \text{Students With IEPs} \\ \text{Enrolled in Voc Ed} \end{array} \quad \text{Multiplied By} \quad .60* \quad \text{secondary} \\
 & & \text{allocation} \\
 & & \begin{array}{l} \text{State Total of} \\ \text{Students with IEP} \\ \text{Enrolled in Voc Ed} \end{array}
 \end{array}$$

County consortia will be established in the state for the following eligible recipients:

New Castle County Consortium

Appoquinimink School District
 Brandywine School District
 Christina School District
 Colonial School District
 New Castle Cnty Vo-Tech Sch. Dst.
 Red Clay Consolidated School Dst.

Kent County Consortium

Caesar Rodney School District
 Capital School District
 Lake Forest School District
 *Milford School District
 POLYTECH School District
 Smyrna School District

Sussex County Consortium

Cape Henlopen School District
 Delmar School District
 Indian River School District
 Laurel School District
 *Milford School District
 Seaford School District
 Sussex Technical School District
 Woodbridge School District

As new Charter Schools become eligible to receive funding under this grant they will be assigned to the consortium in the county in which they reside. To be eligible for the minimum allocation, charter schools must offer at least one approved career and technical pathway. Those charters not meeting requirements will not be eligible to receive the minimum allocation as allowed per Sec. 131(c)(2)(A)(ii).

*One-half of the Milford School District total allocation shall be derived from the Kent County Consortium and the other half from Sussex County Consortium.

Federal Funding Criteria for Postsecondary and Adult Programs - [Section 132]

Under the provisions of Section 132(a) of the Act awarding grants to eligible recipients for the purpose of operating postsecondary and adult programs based upon an amount that bears the same relationship to the amount of funds available under this section as the number of Pell Grant recipients enrolled in programs meeting the requirements of Section 132 offered by such institutions in the preceding fiscal year bears to the number of such recipients enrolled in such programs within the State in the current year does not result in a distribution of funds to eligible institutions within the State that have the highest numbers of economically disadvantaged individuals. This formula would, in fact, exclude eligible institutions that serve the State as providers of apprenticeship programs and institutions that provide CTE programs of adult education through the James H. Groves Adult High School program. The James H. Groves Adult program serves almost exclusively economically disadvantaged students that do not receive assistance from Pell Grants. Despite the fact these individuals are eligible for such assistance, the delivery system (including local educational agencies) for this adult program does not qualify as a provider of Pell assistance.

Therefore, institutions eligible to receive funds for postsecondary and adult programs in the State include:

1. An institution of higher education.
2. A local (secondary) education agency serving adults.
3. An area CTE school serving adults that offers or will offer a program that meets the requirements identified under the description of use of funds for postsecondary and adult programs.

Furthermore, funds are to be used to provide CTE programs that:

1. Are of such size, scope, and quality as to be effective.
2. Integrate academic and CTE in such programs through coherent sequences of courses so those students achieve both academic and occupational competencies.
3. Provide equitable participation in such programs for the special populations consistent with the assurance and requirements of the Act.

In order to meet the scope of such CTE programs, the State will not provide grants for local plans that are less than \$50,000. In the event funds available for distribution from this allotment are not requested during any given fiscal year of the State Plan, remaining amounts from the allotment shall be redistributed to eligible institutions with approved plans. These approved plans will be renegotiated to properly use redistributed funds. Each eligible institution receiving funds under this section shall use no more than five percent of such funds for administrative costs.

Funds may not be used to supplant available State or local salary sources but may be used to supplement new program initiatives.

All funds available from this allotment will be provided to eligible institutions on a competitive basis.

Basic Grant Percentage Allotments and Allocation Summary - [Section 112]

Under the Act, at least 85 percent of all funds must be allocated to eligible recipients (see definitions for description) for basic programs, an amount not more than 10 percent of the allotment will be available for State programs and leadership, which will include at least \$60,000 used for services that prepare individuals for non- traditional training and employment, and an amount equal to not more than 1% of the amount allocated to the state under section 111 shall be available to serve individuals in state institutions such as State correctional institutions or institutions that serve individuals with disabilities; and \$250,000 for the administration of this State Plan.

Delaware will exercise the reserve option under Section 112 (c) under the following conditions:

1. Up to 10 % of the allocation under Section 131 of the Act will be held in reserve for competitive grants to LEAs. (See Appendix G for application and requirements)
2. To be eligible to apply for funds through the reserve for competitive grants, LEAs must meet two of the following criteria:
 - Rural areas;
 - Areas with high numbers of career and technical students; and
 - Areas with high percentage of career and technical students.
3. The actual amount of the reserved to be used will vary from year to year. If all of the 10% is not used it will be returned to the competitive grant reserve.

For the duration of this plan the two factors that will be used are LEA's in rural areas and communities negatively impacted.

B. Other Department Requirements

1. Detailed project budget; see Part B of State Plan.

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

- (a) The Delaware State Board of Education (The Board) is the eligible agency to submit the Delaware State Transition Plan under the eligibility requirements stated in 34 CFR 76.104(a)(1).
- (b) The Board, through the DEDOE has delegated the Career and Technical Education Work Group the authority to administer, supervise, and operate career and technical education in the performance of the functions of the State under the Program, according to Title 14, Sec 525 of the State of Delaware Code. [34 CFR 76.104(a)(2)]
- (c) The DEDOE, through the Career and Technical Education Work Group may legally carry out each provision of the plan. [34 CFR 76.104(a) (3)]
- (d) All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]
- (e) The Director of Career and Technical Education & School Climate has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 87.104(a) (5)]
- (f) The Director of Career and Technical Education & School Climate has the authority to submit the plan.
- (g) The DEDOE has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]
- (h) The plan is the basis for Delaware's operation and administration of the program. [34 CFR 76.104(a)(8)]

B. Other Assurances

- 1. The plan will be submitted to the Delaware State Clearinghouse Committee for the State Intergovernmental Review Process. [Executive Order 12372; 34CFR 79]
- 2. A copy of a completed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters and drug-free workplace requirements is attached.
- 3. A completed and signed Assurance for Non-Constructions Programs Form is attached.
- 4. DDOE assures that we comply with the requirements of the Act and the provisions of the State plan, including the provision of the financial audit of funds received under the Act

which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]

5. DDOE assures that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]
6. DDOE assures that the minimum allocation as required in section 131(c)(1) will be waived in any case which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the act. [Section 131(c)(2)]
7. DDOE assures that the amount of funds expended from non-Federal sources for costs DDOE incurs for the administration of programs under this Act will not be less than the amount provided by DEDOE from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323 (a)]
8. DDOE assures that DDOE and the eligible recipients use the funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec.317 (a)]
9. DDOE assures that, except prohibited by State or local law, that an eligible recipient may, upon written request, use funds, made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec 317(b)(1)]
10. DDOE assures that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

PART B: BUDGET FORMS

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	\$4,914,046
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$0
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	\$4,914,046
D. Reserve (<i>not more than 10% of Line C, as applicable</i>)	\$0
1. Secondary Programs (<u> 10 </u> % of Title I grant)	\$491,405
2. Postsecondary Programs (<u> </u> % of Title I grant)	\$0
E. Amount Available for Title I Distribution (Line C less Line D)	\$4,422,641
1. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line E x 85%</i>)	<u>\$3,759,245</u>
a. Secondary Programs (72% of Title I grant)	\$3,195,358
b. Postsecondary Programs (13% of Title I grant)	\$ 563,887
c. Subtotal	<u>\$ 3,759,245</u>
2. Leadership (<i>not more than 10%</i>) (<i>Line E x 10%</i>)	\$ 413,396
a. Nontraditional Training and Employment (\$60,000)	
b. Corrections or Institutions (\$49,000)	
3. State Administration (not more than 5%) (<i>Line E x 5%</i>)	\$ 250,000
F. State Match (<i>from non-federal funds</i>) ¹	\$ 51,801,132

¹ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	\$ 442,883
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ 0
C. Amount of Title II Funds to Be Made Available For Tech-Prep (<i>Line A less Line B</i>)	\$ 442,883
D. Tech-Prep Funds Earmarked for Consortia	\$ 420,739
a. Percent for Consortia (<i>Line D divided by Line C</i>) [95%]	
b. Number of Consortia One	
c. Method of Distribution (<i>check one</i>): X Formula _____ Competitive	
E. Tech-Prep Administration	\$ <u>22,144</u>
a. Percent for Administration (<i>Line E divided by Line C</i>) [5%] _____ %]	

PART C: ACCOUNTABILITY FORMS

I. Student Definitions

A. Secondary Level

Participants –

A secondary student who has completed one (1) course in any career and technical education (CTE) program area.

Concentrators –

A secondary student who has successfully completed at fifty percent of the credits required to complete a state-approved CTE pathway of sequenced courses, and is enrolled in a course at the next level in the same pathway.

B. Postsecondary/Adult Level

Participants –

A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

Concentrators –

A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06- 6/30/07)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p><u>1S1: Academic Attainment: Reading/Language Arts:</u></p> <p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	B: 62.00%	L: 62.00% A:	L: 68.00% A:
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education.</p>	State and Local Administrative Records	B: 41.00%	L: 41.00% A:	L: 50.00% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06- 6/30/07)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took the assessments during the reporting year.</p>		B: 66.98%	L: 69.00% A:	L: 71.00% A:
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I- III)	<p>Numerator: Number of CTE concentrators who completed a CTE career pathway and earned a regular secondary school diploma or other State-recognized equivalent during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>		B: 63.90%	L: 66.00% A:	L: 68.00% A:
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>	State and Local Administrative Records	B: 80.00%	L: 81.00% A:	L: 83.00% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06- 6/30/07)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
5S1 Secondary Placement 113(b)(2)(A)(v)	<p>Numerator: Number of <u>CTE concentrators</u> who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>		B: 98.24%	L: 95.00% A:	L: 96.00% A:
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>		B: 37.35%	L: 38.00% A:	L: 38.50% A:
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a pathway that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a pathway that leads to employment in nontraditional fields during the reporting year.</p>		B: 23.88%	L: 20.00% A:	L: 21.00% A:

III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06- 6/30/07)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.</p>		B: 67.77%	<p>L: 55.00%</p> <p>A:</p>	<p>L: 57.00%</p> <p>A:</p>
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	<p>Numerator: Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>		B: 36.11%	<p>L: 35.42%</p> <p>A:</p>	<p>L: 36.42%</p> <p>A:</p>

<p>3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>		<p>B: 93.47%</p>	<p>L: 90.00%</p> <p>A:</p>	<p>L: 92.00%</p> <p>A:</p>
<p>4P1 Student Placement 113(b)(2)(B)(iv)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>		<p>B: 96.38%</p>	<p>L: 92.67%</p> <p>A:</p>	<p>L: 93.67%</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06- 6/30/07)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
5P1 Nontraditional Participation 113(b)(2)(B)(v)	<p>Numerator: Number of <u>CTE participants</u> from <u>underrepresented gender groups</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>		B: 18.15%	L: 17.75% A:	L: 18.00% A:
5P2 Nontraditional Completion 113(b)(2)(B)(v)	<p>Numerator: Number of <u>CTE concentrators</u> from <u>underrepresented gender groups</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>		B: 16.97%	L: 17.50% A:	L: 18.00% A:

Appendix A

525 Requirements for Career Technical Education Programs

1.0 Career Technical Education Programs

All Career Technical Education Programs shall meet the provisions of Delaware's State Plan for Career and Technical Education and meet the provisions of the content standards approved by the Department of Education or, if there are no approved state content standards, meet local program standards approved by the Department of Education.

6 DE Reg. 955 (2/1/03)

2.0 All Local School Districts and Charter Schools that Offer State Approved Career Technical Education Programs Shall:

2.1 Have the approval of the Department of Education before implementing new programs.

2.2 Have adequate funding to support and sustain the instructional program.

2.3 Employ teachers certified in Career Technical Education Program areas.

2.4 Make provisions for meeting the unique needs of all students.

2.5 Establish and maintain an active advisory committee which includes labor and management personnel to assist in the development and operation of the program.

2.6 Use present and projected labor market information, available from the Delaware Occupational Information Coordinating Committee, to determine the need for new and continuing Career Technical Education Programs.

2.7 Survey local business and industry to determine their occupational needs and the availability of placement and employment opportunities for program completers.

2.8 Survey the student population to determine their occupational interests and needs.

2.9 Organize and financially support Career Technical Student Organizations as integral components of Career Technical Education Programs in public schools that complement and enrich instruction. The following career technical student organizations are affiliated in Delaware:

2.9.1 Business Professionals of America (BPA)

2.9.2 Technology Student Association (TSA)

2.9.3 Distributive Education Clubs of America (DECA), an association of marketing students

2.9.4 Family, Career and Community Leaders of America (FCCLA)

2.9.5 The National FFA Organization

2.9.6 Skills USA/VICA

2.9.7 The Delaware Career Association (DCA)

2.10 Integrate related academic content into individual career technical education courses, and guide students through a course selection process that supports the necessary academic preparation required by the student's career path and educational goals.

2.11 Schedule trade and industrial education programs, when offered, for a minimum of two consecutive periods a day or the equivalent, five days a week for two or more years.

2.12 Establish no rules practices or regulations that interfere with, prohibit or otherwise prevent students from having the opportunity to learn about, enroll in and complete a Career Technical Education Program in a career technical school district.

2.13 Use equipment and facilities comparable to that used by local business and industry for which the Career Technical Education Program is preparing students.

2.14 Schedule Department of Education and Delaware Advisory Council on Career and Technical Education Program review and monitoring visits upon request.

1 DE Reg. 1196 (2/1/98)

6 DE Reg. 955 (2/1/03)

8 DE Reg. 1603 (5/1/05)

9 DE Reg. 1070 (01/01/06)

3.0 Cooperative Education Programs.

Cooperative Education Programs provide senior Career Technical Education Program students with coordinated on the job training not ordinarily available in the classroom. During the student's senior year, or under unique circumstances as approved by the Department of Education, employers may provide this on the job training in occupations directly related to the Career Technical Education Program in which the student is enrolled. For the purpose of granting credit during the school year two hours of Cooperative Education Work Experience shall equal one hour of instructional time. In a summer Cooperative Education Work Experience Program one half unit of credit shall be granted and shall be counted toward the units of credit necessary for graduation.

3.1 In order to qualify for Career Technical Education funding units the Career Technical Education Program Teacher or Career Guidance Counselor shall be provided with a full class period, each day, for every fifteen (15) students enrolled in the Cooperative Education Work Experience Program in order to make at least quarterly visits to the student's place of employment to ensure coordination between the classroom and the on the job experience.

3.2 In order to qualify for career technical education funding units the students shall; possess minimum occupational competencies specified by the Career Technical Education Teacher Coordinator before being placed in cooperative employment, be in their senior year and be in a Cooperative Education Work Experience Program that relates directly to the student's current or completed career technical education pathway, meet the requirements of 3.0 and be supervised through on site visits by an assigned Career Technical Education Program Teacher Coordinator or Career Guidance Counselor.

3.3 In order to qualify for career technical education funding units the school shall have on file, for each student; a training agreement that includes training objectives and is signed by a parent, guardian or Relative Caregiver, the employer, the student and a representative of the district or charter school. A State Work Permit for Minors in accordance with State Department of Labor regulations shall also be on file.

3.4 For an Individuals with Disabilities Education Act (IDEA) eligible student, the student's Individualized Education Plan (IEP) team, in consultation with the Career Technical Education Teacher Coordinator, may

authorize the student's participation in this program irrespective of lack of senior year status if necessary to provide the student a free, appropriate public education.

2 DE Reg. 111 (07/01/98)

6 DE Reg. 955 (02/01/03)

9 DE Reg. 1070 (01/01/06)

4.0 Diversified Occupations Programs.

Diversified Occupations Programs provide students with coordinated on the job training not ordinarily available in the classroom. During the student's junior or senior year or under unique circumstances as approved by the Department of Education, employers provide this on the job training. For the purpose of granting credit during the school year, two hours of work experience in a Diversified Occupations Work Experience Program shall equal one hour of instructional time. In a summer Diversified Occupations Work Experience Program one half unit of credit shall be granted and that credit shall be counted toward the units of credit necessary for graduation.

4.1 In order to qualify for career technical education funding units a Career Technical Education Program Teacher or Career Guidance Counselor shall be provided with a full class period, each day, for every fifteen (15) students enrolled in the Diversified Occupations Work Experience Program in order to make at least quarterly on site visits to the student's place of employment to ensure coordination between the classroom and the on-the-job experience.

4.2 In order to qualify for career technical education funding units the students shall; possess minimum readiness competencies as specified by the Career Technical Education Program Teacher Coordinator before being placed in a Diversified Occupations Work Experience Program employment situation, meet the requirements of 4.0 and be actively enrolled in a Diversified Occupations Work Experience Program meets the requirements of 4.0 and meets for at least one class period per week.

4.3 In order to qualify for career technical education funding units the school shall have on file, for each student; a training agreement that includes training objectives and is signed by a parent, guardian or Relative Caregiver, the employer, the student and a representative of the district or charter school. A State Work Permit for Minors in accordance with State Department of Labor regulations shall also be on file.

4.4 For an Individuals with Disabilities Education Act (IDEA) eligible student, the student's Individualized Education Plan (IEP) team, in consultation with the Career Technical Education Teacher Coordinator, may authorize the student's participation in this program irrespective of lack of junior or senior year status if necessary to provide the student a free, appropriate public education.

2 DE Reg. 111 (07/01/98)

6 DE Reg. 955 (02/01/03)

9 DE Reg. 1070 (01/01/06)

Last Updated: Tuesday, 27-Jun-06 16:57:08

Appendix B

The purpose of the *Delaware Education Success Planning and Evaluation System* is to create a structure that increases the ability of the state, districts and schools to better align actions with resources resulting in improved outcomes for all students. The system is intended to improve communication among the organization's staff and constituents and provide a dynamic structure to put the strategic plan into action. The major components of this dynamic system are *Planning, Resource Allocation, Evaluation, and Monitoring*. Access to this site is currently limited to the DDOE and LEAs. The public access link will be provided when published by the Delaware Department of Education. Proposed timeline: Summer, 2008.

Appendix C

Title 14 Education 500 Curriculum and Instruction

505 High School Graduation Requirements and Diplomas

1.0 Definitions:

"Career Pathway" means a planned program of at least 3 credits in sequenced or specialized courses designed to develop knowledge and skills in a particular career or academic area.

"Credit" means the acquisition of skills and knowledge at a satisfactory level as determined by the district and charter school boards through 135 hours (a Carnegie Unit) of actual classroom instruction or through locally approved options contained in Section 8.0.

"Credit for Computer Literacy" means credit granted toward graduation at any point when the student can demonstrate competency in the required skill areas either through an integrated approach, a specific course, or a demonstration of accumulated knowledge over the student's educational career.

"Department" means the Delaware Department of Education.

"English Language Arts" means those components of reading, writing and oral communication that are included in the State Content Standards for high school English Language Arts as required in 14 **DE Admin. Code** 501.

"Health Education" means those components that are included in the State Content Standards for high school health education as required in 14 **DE Admin. Code** 501.

"High School" means grades 9 through 12.

"Individual Learning Plan (ILP)" means a plan for a student to reach the goal of high school graduation inclusive of at least one year of post high school activity. This plan also serves as a guide for the student's choice of courses including any support services necessary for the student to graduate from high school.

"Instructional Support Team" means those educators, counselors and specialists or other personnel whose responsibility it is to monitor student progress in consultation with students and their parent(s), guardian(s) or Relative Caregiver and to recommend and arrange support services.

"Mathematics" means those components of number sense, algebra, geometry, statistics and probability combined with problem solving, reasoning, communicating, and making connections that are included in the State Content Standards for high school mathematics as required in 14 **DE Admin. Code** 501 either through integrated courses or in courses titles such as Algebra I, Algebra II, Geometry, Trigonometry, Pre-Calculus, Calculus, Discrete Mathematics, Statistics, and Probability.

"Physical Education" means those components that are included in the State Content Standards for high school physical education as required in 14 **DE Admin. Code** 501.

"Science" means those components of the nature of science which include inquiry, materials and their properties, energy and its effects, Earth in space, Earth's dynamic systems, life processes, diversity and continuity of living things, and ecology that are included in the State Content Standards for high school science as required in 14 **DE Admin. Code** 501 either through integrated courses or in course titles such as Earth Science, Biology and Chemistry-Physics.

"Social Studies" means those components of civics, economics, geography, and history that are included the State Content Standards for high school social studies as required in 14 **DE Admin. Code** 501 either through integrated courses or in course titles such as United States History, World History, Geography, Economics, and Civics.

"Support Services" means those academic interventions such as tutoring; extra time before school, in school, or after school; summer school, a fifth year of high school or any other strategy to provide student academic assistance.

"World Languages" RESERVED

2.0 Current Graduation Requirements

A public school student shall be granted a State of Delaware Diploma when such student has successfully completed a minimum of twenty two credits in order to graduate including: 4 credits in English Language Arts, 3 credits in mathematics, 3 credits in science, 3 credits in social studies, 1 credit in physical education, 1/2 credit in health, 1 credit in computer literacy, 3 credits in a Career Pathway, and 3 1/2 credits in elective courses.

3.0 Graduation Requirements Beginning with the Class of 2011 (Freshman Class of 2007-2008)

3.1 Beginning with the graduating class of 2011, a public school student shall be granted a State of Delaware Diploma when such student has successfully completed a minimum of twenty two (22) credits in order to graduate including: four (4) credits in English Language Arts, four (4) credits in Mathematics; three (3) credits in Science, three (3) credits in Social Studies, one (1) credit in physical education, one half (1/2) credit in health education, three (3) credits in a Career Pathway, and three and one half (3 1/2) credits in elective courses.

3.1.1 Students shall complete mathematics course work that includes no less than the equivalent of the traditional requirements of Geometry, Algebra I and Algebra II courses.

3.1.2 Scientific investigations related to the State Science Standards shall be included in all three science course requirements.

3.1.3 During the senior year students shall maintain a credit load each semester that earns them at least a majority of credits that could be taken that semester including one (1) of the four credits required in Mathematics.

3.1.3.1 Senior year credits shall include regular high school course offerings, the options available in 8.0 or a combination of both.

3.1.3.1.1 Options for the senior year in 3.1.3.1 that the districts and charter schools provide shall be submitted to the Department with a copy to the office of the State Board of Education for review.

4.0 Monitoring Student Progress

4.1 Beginning with the 2007-2008 school year each district or charter school board, as applicable, shall require each middle school to develop an Individual Learning Plan (ILP) for all eighth grade students. ILPs shall be developed by the guidance counselor, the student, the student's parent(s), guardian(s) or Relative Caregiver, and at least one core content teacher. For the 2007-2008 school year only each district or charter school board, as applicable, shall also require each high school to develop an Individual Learning Plan (ILP) for all ninth grade students.

4.2 Beginning with the 2007- 2008 school year each high school shall establish Instructional Support Teams to monitor student progress in consultation with students and their parent(s), guardian(s) or Relative Caregiver to recommend and arrange support services.

4.2.1 Each marking period student progress on the ILP shall be monitored by Instructional Support Teams. Students not making satisfactory progress in the courses required for graduation in English Language Arts, Mathematics, Science or Social Studies shall receive support services.

4.2.2 Students who have failed courses required for graduation in English Language Arts, Mathematics, Science or Social Studies at the end of any high school year may have their ILP revised to include appropriate support services. A fifth year of high school may be an option for inclusion in the student's ILP. Changes in a student's ILP shall require consultation with the student and with the student's parent(s), guardian(s) or Relative Caregiver, if appropriate.

5.0 Credit Requirements Beginning with the Graduation Class of 2013 (Freshman Class of 2009-2010)

Beginning with the graduating class of 2013, a public school student shall be granted a State of Delaware Diploma when such student has successfully completed a minimum of twenty four (24) credits in order to graduate including: four (4) credits in English Language Arts, four (4) credits in Mathematics, three (3) credits in Science, three (3) credits in Social Studies, two (2) credits in a World Language, one (1) credit in physical education, one half (1/2) credit in health education, three (3) credits in a Career Pathway, and three and one half (3 ½) credits in elective courses.

5.1 World Language (RESERVED)

6.0 Career Pathway

Districts and charter school boards shall establish policies concerning the purpose and content of their Career Pathways.

7.0 Additional Credit Requirements

District and charter school boards may establish additional credit requirements for graduation above the minimum number of credits required by the Department.

8.0 Options for Awarding Credit Toward High School Graduation

8.1 District and charter school boards are authorized to award credit toward high school graduation for the following activities, on the condition that the activities incorporate any applicable state content standards. Before awarding credit for any of the following activities, the districts and charter school boards shall have adopted a policy approving the activity for credit and establishing any specific conditions for the award of credit for the activity. Such policy shall be applicable to each school within the district or each charter high school.

8.1.1 Courses taken at or through an accredited community college, two or four year college.

8.1.2 Voluntary community service as defined in 14 Del.C. §§8901A and 8902A.

8.1.3 Supervised work experience in the school and the community which meets the educational objectives or special career interest of the individual student.

8.1.4 Independent study.

8.1.5 Correspondence Courses.

8.1.6 Distance learning courses. These courses may be delivered by the teacher to the learner in real time, online or by video.

8.1.7 High school courses taken while in the middle school in conjunction with an articulated agreement between the district middle school and the district high school(s). Such credit shall also transfer to a high school in another district or to a charter school.

8.1.8 Course credit transferred from another high school.

8.1.9 Course credit earned through summer or evening school classes, as a member of the military service or as part of the James H. Groves Adult High School.

8.1.10 Tutoring programs taught by a teacher certified in the subject being taught.

8.1.11 Course credit awarded by agencies or instrumentalities of the state other than public schools which provide educational services to students. A description of the program provided to the student, grades given, and the number of clock hours of instruction or a demonstration of competency must be provided to the school district or charter school prior to receipt of credit.

9.0 High School Diplomas and the Certificate of Performance

9.1 A State sanctioned diploma shall be granted to students who meet the state and local district or charter school requirements for graduation pursuant to regulation 14 Del.C. §152.

9.2 A State sanctioned Certificate of Performance shall be granted to students who meet the requirements of 14 **Del.C.** §152.

9.3 Diplomas from one school year shall not be issued after December 31 of the next school year.

9.4 Duplicate diplomas or certificates of performance will not be issued, but legitimate requests for validation of the diploma or the certificate of performance will be satisfied through a letter of certification. Requests for diploma information from graduates of Delaware high schools should be directed to the high school the student was attending at the time of graduation. If the school does not have the records then the student should contact the Department in Dover for a notarized letter of certification that contains the name of the applicant, the name of the school, the date of graduation, and the diploma registry number (if available).

9.5 State High School Diploma for World War II Veterans Pursuant to 14 **Del.C.** §159

9.5.1 "World War II Veteran" means any veteran who performed wartime service between December 7, 1941 and December 31, 1946. If the veteran was in the service on December 31, 1946, continuous service before July 16, 1947 is considered World War II.

9.5.2 The Department shall provide a high school diploma to any World War II veteran who:

9.5.2.1 Left a Delaware high school prior to graduation in order to serve in the armed forces of the United States.

9.5.2.2 Did not receive a high school diploma, or received a G.E.D., as a consequence of such service and,

9.5.2.3 Was discharged from the armed forces under honorable circumstances.

9.5.3 The diploma may also be awarded posthumously if the deceased veteran meets the qualifications in 9.5.2.1 through 9.5.2.3.

9.5.4 Applications for this high school diploma shall be made on forms designated by the Department and the Delaware Commission of Veterans Affairs and shall have a copy of the candidate's honorable discharge papers attached to the application.

4 DE Reg. 995 (12/01/00)

5 DE Reg. 625 (09/01/01)

7 DE Reg. 1344 (04/01/04)

10 DE Reg. 547 (09/01/06)

Appendix D

Title 14 Education 500 Curriculum and Instruction

502 Alignment of Local School District Curricula to the State Content Standards

1.0 Purpose

1.1 The purpose of this regulation is to provide a process through which all Delaware school districts demonstrate the alignment of their local curricula with the State Content Standards in the content areas specified in the 14 **DE Admin. Code** 501.

2.0 Definitions

“Alignment Index” means a correlational measure of alignment between the Survey of Enacted Curriculum in a specific content area and the state standards used for comparison. The Wisconsin Center for Educational Research automatically calculates and reports the alignment index to schools and districts that use the surveys.

“Content Map” means a graphic depiction of local curriculum alignment automatically reported to schools and districts as part of the analysis of teacher survey data by the Wisconsin Center for Educational Research.

“Department” means the Delaware Department of Education.

“Grade Level Expectations” means the documents created and officially released by the Delaware Department of Education for English language arts, mathematics, science, and social studies which detail student learning objectives in each content area for kindergarten through grade twelve.

“Scope and Sequence” means a curriculum plan, usually in chart form, with a range of instructional objectives and skills organized according to the successive levels at which they are taught.

“Statewide Recommended Curriculum Frameworks” means the Delaware Recommended Curriculum documents comprised of Academic Content Standards, Clarifications and Grade Level Expectations posted to the Delaware Department of Education website.

“Survey of Enacted Curriculum (SEC)” means the alignment survey sponsored by the Council of Chief State School Officers and the Wisconsin Center for Educational Research. The SEC is a teacher survey tool based on scientifically based research which yields detailed information about the alignment of classroom instruction to state academic standards and state assessments. The survey is available for English language arts, mathematics, and science at the present time. A survey for social studies is in development. An analysis of results by grade level, school and district is completed by the Wisconsin Center for Educational Research with formal reports provided to the participating schools and districts.

“Tile Chart” means a graphic depiction of local curriculum alignment automatically reported to schools and districts as part of the analysis of teacher survey data by the Wisconsin Center for Educational Research.

“Unit Summative Assessment” means a performance measure of skills and knowledge mastered by students at the end of a unit as a result of classroom instruction. Examples of unit assessment measures include but are not limited to teacher constructed unit tests and commercially published measures such as those provided by curriculum publishers.

3.0 Alignment Requirement

3.1 All school districts shall provide evidence to the Department that their school district curricula are aligned with the State Content Standards. As of 2006 State Content Standards exist in English Language Arts, Mathematics, Social Studies, Science, World Languages, Visual and Performing Arts, Health, Physical Education, Agriscience, Business Finance and Marketing Education, Technology Education, and the Family and Consumer Sciences. Content standards as developed by the Department in the future shall also be included under this section

4.0 Use of the Statewide Recommended Curricula Frameworks

4.1 School districts shall utilize the Statewide Recommended Curricula Frameworks including the State Content Standards, Content Area Clarifications and Grade Level Expectations as guides to the development or revision of their local curricula, syllabi, and Scope and Sequence in the content areas listed in 3.0.

5.0 Documentation of Curriculum Alignment

5.1 Evidence of curriculum alignment to the State Content Standards shall be submitted to the Department no later than twelve (12) months following the official release by the Department of the Statewide Recommended Curriculum Frameworks in each content area.

5.2 Documentation of alignment of school district curriculum to the State Content Standards shall be submitted through evidence provided by the school districts on forms as developed and required by the Department .

5.3 Evidence of curriculum alignment submitted by school districts shall be subject to Department review during on site monitoring visits.

6.0 Criteria for the Evaluation of the Alignment

6.1 School districts shall be required to submit evidence of local curriculum alignment for each grade cluster K to 2, 3 to 5, 6 to 8 and 9 to 12 from at least two of the permissible categories of evidence in 6.1.1 through 6.1.6. One of the two categories shall be the evidence described in 6.1.1. The second required category and any additional submitted evidence shall be selected by the district from categories 6.1.2 through 6.1.6. The school district may choose to vary the choice of the second category of evidence by grade cluster level. Evidence of alignment to each standard in a given content area shall be submitted.

6.1.1 Category 1 is a narrative describing the local curriculum alignment evidence and the extent to which it addresses all student subgroups. For English language arts, mathematics, science and social studies, a required element of this narrative shall be an analysis of school district disaggregated student performance data on state assessments over the most recent three year period of available state assessment data.

6.1.2 Category 2 is the Grade level result (all teachers in at least one grade per grade cluster K to 2, 3 to 5, 6 to 8 and 9 to 12 of the Survey of Enacted Curriculum for the content area under consideration. The SEC results shall demonstrate an Alignment Index of .50 or higher, and include a graphic summary including either a Tile Chart or Content Maps.

6.1.3 Category 3 is three (3) units of study from a specific grade cluster, accompanied by the corresponding summative unit assessment and scoring rubric, and matrix table detailing applicable content standards, grade level expectations and course expectations for all students served in the grade cluster.

6.1.4 Category 4 is an external formal curriculum alignment report detailing a review of local instruction and documentation of standards alignment. The district is required to submit three (3) sample units and three (3) corresponding unit summative assessments, and a narrative detailing how all students served in the grade cluster receive standards aligned instruction. The district is required to submit the curriculum audit contractor's credentials.

6.1.5 Category 5 is a formative assessment benchmarking system with grade cluster Scope and Sequence, including three sample units from the grade cluster. The district is required to submit (1) a narrative detailing evidence of alignment of formative student assessment or assessments to the State Content Standards and (2) sample assessment items in the content area.

6.2 Required documentation for specific student subpopulations

6.2.1 As part of its submitted evidence, the district shall make detailed comments on the extent to which any modification or enhancement of the instructional program for specific subgroups such as students with disabilities, gifted students, English language learners or any other special population of students is aligned to the State Content Standards in the content area where there have been modifications or enhancements.

7.0 Participation of Building Level Staff

7.1 All school districts shall describe and document to the Department the method and the level of involvement in the alignment process by their building administrators, teachers and specialists.

8.0 Subsequent Review of Alignment

8.1 Each district shall resubmit evidence of alignment with the State Content Standards on forms developed and required by the Department between three and five years from the initial approval and on a recurring cycle of three to five years as determined by the Department. Further provided, the district shall be required to present evidence of curriculum alignment if there are major changes to a content area in the approved curricula. The district shall only be required to submit evidence of curriculum alignment in the affected content area.

10 DE Reg. 344 (8/1/06)

10 DE Reg. 1583 (04/01/07)

Appendix D

Delaware Department of Education Organizational Chart

SEE attached PDF

**Local Project Request – FY 2008
Request for Proposal**

FOCUS: All State Approved CTE Programs

VIII. RFP Areas Accepted Based on Available Funds

Tech Prep Delaware's Board of Directors directed that this year's RFP focus on the pathways listed above. RFP's submitted in these areas will receive priority consideration.

Secondary and Postsecondary Partners are eligible to apply for funding provided that:

- The request is for a capital expenditure (See Proposal Overview),
 - Funds would enhance existing classroom technology or introduce new options,
 - Funds would go to an articulated program, or would allow a pending articulation to be finalized, and,
 - Funds would be supplemented by other state, local, or grant resources.
-

Complete in full and submit one form for each project. Attach any supporting documents.

Return to:

Tech Prep Delaware
371-A W. North St.
Dover, DE 19904
[State Mail: D 104]

INSTITUTE SUBMITTING FORM: _____

CONTACT PERSON: _____ TITLE: _____

PHONE #: _____ FAX #: _____ E-MAIL: _____

PROJECT SITE (SCHOOL/CAMPUS): _____

ARTICULATION AREA: _____

Applicant's Chief Officer Signature _____ Applicant's Business Manager Initials _____

II.

III.

IV. PROPOSAL OVERVIEW

Purpose: Tech Prep Delaware has a history of collaborating with school districts to deliver capital improvement funds directly to classrooms of articulated programs. RFP's that would enhance student preparation in high school, through postsecondary, and into high-tech careers are funded.

Application: Any school district or postsecondary institute may submit an RFP on behalf of any Tech Prep Delaware-articulated program they provide. The RFP application must be completed fully, signed by the institution's chief officer and initialed by the business manager. The signed form is to be sent to: Tech Prep Delaware, 371A W. North St., Dover, DE 19904 [State Mail – D104].

Assistance: Tech Prep Delaware is prepared to assist in proposal development. Please contact us by phone at (302) 739-6163, by fax 739-6171, or through e-mail at ltucker@doe.k12.de.us.

Deadline: Completed forms must be received in the Tech Prep Office.

Review: The Tech Prep staff and Education Associates from the Delaware Department of Education review the RFP's. This committee ranks the RFP based on: appropriateness in support of articulation agreements, the ability to advance the technical skills of students beyond existing opportunities, and district support of the effort. Additional analysis, if requested by the committee, comes from invited consultants with expertise in specific technologies. If the committee determines that a RFP has merit but is deficient in specific areas, the submitting institution is notified, asked to address the needs, and invited to resubmit.

Follow Up: Final disbursements are based on the amount of funds available to fund local projects. The Board of Directors of Tech Prep Delaware has final review and sign off for funding.

Institutions awarded funds receive formal notification of the announcement of the award. Business managers are required to send a copy of each purchase order (PO) used to expend awarded funds, to Tech Prep Delaware at the address listed above. In addition, Tech Prep staff visits will determine fulfillment of RFP obligations.

If for any reason an institution needs to substitute for an item on the original RFP, they must first notify Tech Prep Delaware in writing, and then await formal approval before proceeding. Substitutions must further enhance the same articulated technical area as identified in the original proposal.

Institutions submitting RFP's must spend the funds during FY 2008 and submit an end-of-year report with documentation detailing funds dispersal (i.e., copies of PO's, etc.). The report will be used to determine future eligibility for this program.

RFP Notes: Although there are no specific recommendations, there are guiding principles the Review Committee uses to determining acceptability:

1. RFP's enhance existing articulated programs by moving them beyond current levels.
2. Items requested are "capital" in nature.
 - Software is acceptable but not texts and other printed materials.
 - Furniture is not acceptable unless integral to the technology item (i.e., electronics bench).

A.

B. PROJECT ABSTRACT

1. What is it you want to do?
2. How will this enhance the articulated program?
3. Describe how you determined a need for this project.
4. Did you contact your secondary/postsecondary partner to determine how this capital item would affect your articulation agreements? If so, describe any impact.
5. Describe the ‘District Share’ of project expenses as indicated on the Budget Sheet.

BUDGET

Description of Items	Unit Cost	Quantity	Total
Total Projected Budget			\$
Minus District Share			\$
Requested Amount			\$

If additional lines are required, attach a photocopy of this page.

Attach any supportive materials such as copies of catalog pages, brochures, etc.

TECH PREP DELAWARE

Delaware Consortium for Technical Preparation Programs

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